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ABSTRACT

The personal and professional attributes, beliefs, interests, and behaviors of secondary social studies teachers were examined. Major sources of data included: a prior study which surveyed a random sample of teachers in six states; a survey of three high schools in the Rochester, New York, area; a publication of the New York State Education Department containing self-reported data supplied by teachers; and three major studies sponsored by the National Science Foundation. Findings showed that the average social studies teacher is a male in his late thirties, married with children, serious about his religion, but not very interested in further academic preparation. He is not a feminist, supports freedom-of-choice on abortions, wants the federal government to play a role in education, rejects forced busing, and supports the rights of gays. He worries about keeping his job; declining purchasing power also concerns him. He is proud of his profession, but does not support professional associations. He likes working with young people and is convinced that he is well-informed. He relies heavily on a textbook and doesn't care about educational innovations. (RM)

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THE TEACHER OF SOCIAL STUDIES IN PUBLIC SECONDARY SCHOOLS

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THE TEACHER OF SOCIAL STUDIES IN PUBLIC SECONDARY SCHOOLS

THE PROBLEM

"It all depends on the teacher."

This commonly heard remark is often given as a response to a wide range of questions dealing with curriculum and instruction.

Despite the prevalence of the comment, it is, of course, an overgeneralization. Many variables other than the factors controlled or even influenced by teachers have an important impact on learning. Indeed, some researchers have minimized the significance of teachers[1]. Inherited characteristics of the learner or environmental factors such as socio-economic class are said to be far more important than any variable under the control of the school; that is, parents and families, maybe even peers, are more influential determinants of the success in school of a given pupil than are his/her teachers.

This is not the place to get embroiled in the intense conflict that surrounds the subject of the proper weighting of factors involved in learning. Suffice it to say here that all, or nearly all, students of the matter would assign an important role to teachers. Besides, each of us knows from personal experience what a difference an inspired teacher makes. This is true in all subjects at all levels including secondary school social studies.

In one interpretive summary of research on pre-college programs, (Shaver et al., 1980, p. 5) this point has been stated quite clearly for the social studies:

> The teacher is the key to what social studies will be for any student. The teacher's beliefs about schooling, his or her knowledge of the subject area and of available materials and techniques, how he or she decides to put these together for the classroom - out of these processes of reflection and personal inclination comes the day to day classroom experiences of students.

Thus, while it doesn't <u>all</u> depend on the teacher, they are vitally important. If we want to know what is happening in a field, we ought to know as much as possible about the teachers of that field.

But, unfortunately, we don't have a great deal of information about the total collectivity of teachers. The literature on the sociology of teachers is surprisingly

thin[2], and we have even less information about the specific sub-set, social studies teachers.

The purpose of this article is to synthesize and report the best and most recent information we have concerning secondary school teachers of social studies in our public schools.

Two enormously broad questions will be considered:

-What are the personal attributes of secondary school social studies teachers?

-What are the professional interests, beliefs, and behaviors of secondary school social studies teachers?

On the first question, we will examine such demographic characteristics as age, sex, marital and parental status, national origin, race, religion, educational background and socio-economic status. The beliefs of these teachers on controversial issues will also be explored, as will their political activities and attitudes. We will identify the recreational interests of social studies teachers, their travel experiences and their reading behavior.

Included in the professional category will be curricular and instructional matters, supply and demand data, working conditions, salaries and other variables that are deemed to contribute to the effectiveness of classroom teachers.

Before turning to the analysis, I want to comment briefly about the major sources that will be used.

SOURCES

As previously noted, there are not many reliable sources providing data on secondary school teachers of social studies. It is also true that most of the available materials are based on rather limited samples. Given these limitations, the writer would like to provide some comments about the major sources that have been used in this study.

The most detailed reference available, "A Profile of Social Studies Teachers," published in SOCIAL EDUCATION, October, 1981, (hereafter called the Indiana survey because of the location of its authors) is based on a questionnaire distributed to an eleven percent random sample of secondary school social studies teachers in six states - Kansas, Mississippi, New Mexico, Washington, Wisconsin and Vermont. These states were selected to "represent diverse sections of the nation." One third of the 1,200 teachers surveyed responded. Obviously, then this is a small sample from a limited geographic base, and generalization on a national scale is highly risky. (The authors of the Indiana study generously provided this writer with printouts of the data; and thus, some references to the Indiana survey lack a specific citation in these pages.)

As one very modest check on the findings of the Indiana survey, the writer, after obtaining permission to do so, administered the same questionnaire to the social studies faculties of three high schools in the Rochester, New York, region. Two were suburban schools and one was located in the central city. He received nearly 100% response from these teachers. There were some dramatic differences from the parent survey and these will be identified at appropriate points, but there were far more similarities than differences. Still, using data on approximately 500 teachers from seven states to generalize about approximately 109,000 teachers in 50 states is dangerous. (These comments are not intended as criticism of the Indiana survey. The limitations of the work are clearly specified in the report.)

Another valuable source is the PUBLIC SCHOOL PROFESSIONAL PERSONNEL REPORT, produced by The New York State Education Department. This publication is based on self-reported data supplied by every teacher in the state during the month of October in each school year. Thus, there is no sampling problem here, but this is only one, albeit our second most populated state. Further, there are always problems with self-reported data. Again, generalization is questionable.

This article also draws heavily on the results of three major studies sponsored by the National Science Foundation (NSF). These three projects are undoubtedly the most extensive investigations of science, mathematics and social studies school curricula that have ever been conducted.

Ever since the inception of NSF in 1950, this national governmental agency has been interested in pre-college curriculum and instruction. The natural sciences have received the most attention, but mathematics and the social studies have also been involved. After receiving a good bit of negative criticism for the work it had been doing, the Directors of the Foundation decided in 1976 to take a careful look at the status of science, math and social studies education in our elementary and secondary schools.

Three independent studies were commissioned. One was a questionnaire survey of school administrators and teachers; another was an analysis of the literature; finally, in-depth field observations were conducted in eleven carefully selected settings, and, then, a national survey based on the findings in these eleven areas was conducted to validate the observations. These three studies are extremely valuable, and they are strongly recommended to any interested reader. However, even with these three reports, there are the usual validity and reliability problems inherent in each of the methodologies used. As evidence of this fact, there are marked differences among the findings of the three projects.

Finally, the National Education Association completes a survey every five years on the status of teachers. The 1980-81 edition was highly useful for this research.

FINDINGS

Personal Attributes

Age

The Indiana, Rochester area and New York State studies all claim that the average secondary school teacher of social studies is in his/her mid to late 30's. The

New York state report goes on to indicate that only two categories of secondary school teachers, both of which are small vocational/technical specializations, have a smaller percentage of their number in the 18 to 25 year old group. Of course, fewer young people are entering the teaching profession in all established fields. Illustrative of this point, the National Center for Educational Statistics reports that in 1968, 16.4% of all teachers were under 25 while, in 1978, this figure was under 19%, and an even more rapid decline of young entrants is projected up until at least the mid 1980's. (NCES, 1980, p. 49). Interestingly, though, NCES also notes that the proportion of over 55 year olds is also declining due, especially, to early retirements, many of which have been "encouraged" by special incentives. The most recent NEA teacher status report notes that the mean age for secondary school teachers is 39 and the median age is 3[illegible]. This is the first time in 20 years that these age-levels have increased. (NEA, 1982, p. 90) It is clear then that the average age of all secondary school teachers including social studies teachers is increasing despite the declining percentage of the most senior people.

Sex

According to the NEA, the ratio of male to female teachers in all public pre-college institutions has remained quite stable in the last 20 years - roughly two thirds are female and one third, male. (NEA, 1982, p. 93). However, this same report notes a decrease in the percentage of male teachers in secondary schools from 56.8% in 1961 to 46.9% in 1981. (NEA, 1982, p. 94). The situation for secondary social studies teachers appears to be inconsistent in this regard, for they are far more likely to be male. In the Indiana survey, 70% were male (Ochoa, 1981, p. 405). In the NSF studies, 62% of the junior high school teachers and 75% of the senior high school teachers were male. (Weiss, 1978, p. 141) In New York state, 73.7% of the secondary school teachers of social studies were male, and this was the highest percentage of males reported for any category of elementary or secondary teachers except for a few small groups of industrial and vocational teachers. (NYSED, 1981, p. 11).

Marital and Parental Status

Approximately three-quarters of all teachers are currently married and this proportion is up slightly over the last 20 years. (NEA, 1982, p. 95). Based on the Rochester survey, the same seems to be true for secondary school social studies teachers. For teachers as a whole, 85% of the married ones have a working spouse. (NEA, 1982, p. 96).

Further, seventy-three percent of all teachers (NEA, 1982, p. 96) and 80% of the social studies teachers in the Indiana survey (Ochoa, 1981, p. 405) are parents. The Rochester area social studies teachers are far more likely to be childless, 47%.

Race and Ethnicity

All public school teachers including those of social studies are predominately white. The NEA reports that 91.6% of all teachers are white, 7.8% are black and .7% are "other." (NEA, 1982, p. 90) Blacks were 8.1% of the total in 1971 and "others" were 3.6% in that year; thus, despite affirmative action efforts, the percentage of non-white teachers is down in the last decade.

A national group of black educators has expressed deep concern over this reality, especially because of the percentage of black pupils is increasing - blacks were 12% of all public school pupils in 1969 and 16.3% in 1979. (Toch, 1982, p. 1) Therefore, even if the percentage of black teachers had remained the same, a smaller percent of black pupils would have role models from their own race. (This may be the result of the "last-in, first-out" phenomenon when reductions in force are necessary.)

Social studies teachers who were included in both the Indiana (Ochoa, 1982, p. 405), and the greater Rochester surveys are predominantly (95%+) native born, but, approximately, 42% had one foreign born grandparent. While there has been an increase in the percent of all teachers who claim to have Hispanic origins (seven tenths of one percent in 1971 and over three percent in 1981) the number of children in public schools with Hispanic roots has grown at a much faster rate. So, here again,

minority-group children are increasingly less likely to have teachers from their cultural or linguistic groups. (NEA, 1982, p. 91.)

Religion

Seven out of ten of the social studies teachers in the Indiana survey regard themselves to be either "very religious" or "moderately religious." (Ochoa, 1981, p. 406.) Approximately 50% of the general population make such a claim. (Connecticut Mutual, 1981, p. 12.) This difference between teachers and the general public is also supported by the NEA study which reports that 77.5% of all teachers belong to a "church, synagogue or other religious group," (NEA, 1982, p. 107), while the Britannica Book of the Year for 1980 says that less than two thirds of the general population claim membership in organized religous groups. The Indiana survey also reported that the younger the social studies teacher was, the more religious they said they were. (Ochoa, 1981, p. 406.)

Education

The education level of all teachers has steadily increased over the years, and social studies staff are no exception. The Indiana survey reveals that virtually all social studies teachers hold at least a bachelor's degree and better than 46% have earned either a master's or a doctorate. (Ochoa, 1981, p. 406) In Rochester, 59% of the social studies teachers have a master's degree and an extraordinary 18% hold a doctorate. In New York state as a whole, 91.2% of all social studies teachers are "permanently certified" which for many years in this state has meant a bachelor's degree plus at least 30 semester hours of graduate level work. (In more recent years, the master's degree has become mandatory.) Secondary school social studies teachers had a much higher percentage of their number permanently certified than teachers of any other subject or level. (NYSED, 1981, p. 11) Moreover, according to the NSF studies, junior high social studies teachers at the 89% level and senior high social studies teachers at 81% believe that they are "adequately prepared" in terms of their backgrounds in the subject matter. (Weiss, 1978, p. 144)

Regarding the increasing educational attainments of all teachers, 23+% of all teachers had a master's degree or higher in 1961 while in 1981, roughly half had earned this distinction. (NEA, 1982, p. 21).

However, the college study of teachers is getting less recent. In 1976, 46.5% of all teachers had received their highest degree within the previous five years. But, only five years later this figure was 28.5%. (NEA, 1982, p. 27) As noted in Table 1 that follows, for all teachers the percentage taking courses during the 1980-81 school year had sharply declined over the percentage studying college courses in 1970-71.

TABLE 1

Percentage of All Teachers Participating in

College Courses during 1971 & 1981 (NEA, 1982, p. 63)

	1971	1981
Percent taking courses in education during the school year	40.1%	21.3%
Percent taking courses in education during the summer	30.4%	13.3%
Percent taking non-education courses during school year	26.1%	12.7%
Percent taking non-education courses during summer	21.5%	5.7%

It is surprising, therefore, to find that the Indiana study reports that three-fourths of the social studies teachers had a credit bearing college experience within the last two years, (Ochoa, p. 406) and 65% of the Rochester sample of social studies teachers made the same claim. Thus, all teachers have more advanced education than ever before and social studies teachers, at least, seem to continue their formal studies. However, the other side of this matter is the reality that compared to other

college graduates, the average teacher has always been academically weak and the situation seems to be worsening. Further, it appears that the higher a prospective teacher scores on academic measures, the less likely he/she is either to enter or remain in teaching.[3] (It is also true, however, that we lack convincing proof that high grades or standardized test scores are correlated with teaching competence.) No evidence regarding social studies instructors on this point was located.

Attitudes on Controversial Issues

What do secondary social studies teachers believe regarding important contemporary social and political issues? (Since the data in this section are drawn almost entirely from the Indiana survey and its replication in one metropolitan region of New York state, the reader is again warned about overgeneralization.) How do these teachers compare with the general public?

Fifty three percent of the teachers in the Indiana survey support the passage of the ERA Constitutional Amendment. (Ochoa, 1981, p. 406) This percentage is below the ones typically reported for the public at large (67% in a recent Time-Yankelovich study), (PUBLIC OPINION, 4/5/82, p. 32) and it is well below the 71% of Rochester, New York, social studies teachers who take this stand. Female teachers are only slightly more likley to support ERA than are males. However, younger and single teachers are much more likely to be supportive. (Ochoa, 1981, p. 413)

In both the Indiana survey (Ochoa, 1981, p. 413) and its offshoot in New York, a slight majority of the social studies teachers indicated that a balanced federal budget is highly desirable. Likewise, around half of the social studies teachers in the sample of the seven states believe the federal government is too intrusive on state and local governments. (Ochoa, 1981, p. 413)

Similar to the findings of a recent Gallup poll for the general public, approximately two thirds of the social studies teachers in the Indiana survey, (Ochoa, 1981, p. 413) but a much higher, 83% in the Rochester poll, oppose the notion of a

Constitutional Amendment to restrict "freedom-of-choice" for those wanting abortions. Teachers of social studies thus appear to mirror "average" Americans or to be slightly more "liberal" on this highly emotion-ladden subject.

Ninety four percent of the Rochester teachers believe that the civil rights movement has led to significant and desirable improvements for women and minorities. Nearly 88% of the teachers in the Indiana survey agree. (Ochoa, 1981, p. 415) Both of these percentages are higher than those reported for the public at large. For example, a CBS News - NEW YORK TIMES survey indicated 70% of whites and 47% of blacks believe there has been "a lot of progress" in getting rid of racial descrimination in the last 10 to 15 years. (PUBLIC OPINION, 5/6/78, p. 36) Despite these perceptions, 72% of the respondents in the Indiana survey (Ochoa, 1981, p. 415) and 88% of the Rochester sample of teachers believe that racial, sexual, religious and ethnic discrimination remain as "major problems" in our society.

On the issue of the desirability of the use of busing to achieve racial desegregation in schools, the social studies teachers included in the Indiana study and those in New York were sharply divided. Two-thirds in the Indiana survey oppose this practice, (Ochoa, 1981, p. 416) while only slightly more than one-third of the Rochester sample were negative. For the general population, 84% were opposed to busing to achieve desegregation in one large survey. (PUBLIC OPINION, 5/6/82, p. 28)

Sixty percent of the teachers in the Indiana survey reject the use of sexual orientation as a criterion of employment for teachers. (Ochoa, 1981, p. 416) Seventy-seven percent of the Rochester teachers are similarly disposed. These findings are quite different from usually reported data for the general public. For example, a Harris poll indicated that 55% of a representative sample of citizens thought a person who admits to being a homosexual should not be allowed to be a school teacher. (PUBLIC OPINION, 7/8/78, p. 38)

The respondents in Rochester overwhelmingly oppose religious activities in public schools. A slight majority of the teachers surveyed in the Indiana study take the same position. (Ochoa, 1981, p. 416) Thus, here again the Rochester teachers state a more "liberal" line than do the teachers in the six-state sample.

Both groups were highly supportive of the statement: "Schools should be allowed to provide sex education opportunities in the curriculum. (Ochoa, 1981, p. 416) These findings are similar to those for the general public. For instance, a 1977 Gallup poll revealed that 77% approved of sex education in the high school, (PUBLIC OPINION, 9/10/78, p. 36) and the 1981 Gallup/Phi Delta Kappan poll said 70% of all parents wanted this opportunity available. (Gallup Poll, 1981, p. 39)

Should there be increased public involvement in textbook selection. A slight majority of the teachers in the Indiana survey say, no, (Ochoa, 1981, p. 417), while nearly two-thirds of the Rochester teachers give a negative answer to this question.

Approximately 53% of the teachers in the Indiana study (Ochoa, 1981, p. 417) and a whopping big 83% of the Rochester sample of teachers either agree or strongly agree with the statement: "Passing state-wide competency examinations in social studies should be required for high school graduation." (It seems likely that on this item the actual practices being used in the various states would greatly color the results. In New York, for example, there are three tests required for graduation - one in each of the "3-R's." These tests are above the "minimum" or "basic" level, and it is argued by many that the use of these "difficult" examinations have led to a decreasing emphasis on instruction in social studies. Thus, the Rochester area teachers may have been thinking, we wish there were no competency tests at all, but if there are going to be examinations, we had better have one in social studies or we will lose out.)

On the use of required tests for teachers, the language in the Indiana survey seems seriously flawed to this observer. It says, "Teachers should be required to demonstrate their competency through examinations and/or continued in-service

training." The two possibilities are so different that we are left with great uncertainty about the meaning of responses. Given this wording, perhaps the key idea in the item is that continuing to demonstrate competency would be mandatory instead of being optional. At present this required feature does not exist in most states.

In any event, the results were that 54% of the teachers in the Indiana survey accepted this statement while 71% of their Rochester counterparts agreed. According to one Gallup poll in 1979, 85% of the general public want required examinations for teachers. (Gallup Poll, 1981, p. 40)

Political Interests and Behavior

What do social studies teachers report regarding their political activities and how do these statements compare with those of the general public? How do both compare with the actual behavior of the public at large?

All of the social studies teachers in the Rochester sample said that they voted on an "occassional" or "frequent" basis and 98% of the teachers who responded to the Indiana study made a similar claim. One national survey reports that 74% of the adult population say the same thing. (Connecticut Mutual, 1981, p. 69) One hundred percent of the Rochester area teachers reported that they voted in the Presidential election of 1980-82% for Carter, 12% for Anderson and 6% for Reagan. Sixty-seven percent of the general public said they voted in "the most recent election." (Miller, 1980, p. 303)

Given the actual national data on registration and voting in this country, all of these responses seem inflated. For example, drawing on information from the Census Bureau and AMERICA VOTES compiled by the Elections Research Center, we see that slightly over 53% of the voting age population actually voted in the Presidential election of 1980. (STATISTICAL ABSTRACT, 1981, p. 496) Further, we know that, in general, larger percentages cast a ballot in Presidential elections than in any other election and, finally, that the percentage of potential voters who actually vote has been steadily declining over the years. It is also the fact that only 71% of those

eligible to vote in 1980 were even registered (STATISTICAL ABSTRACT, 1981, p. 498) Finally, and of special significance for secondary school teachers of social studies, young voters had the poorest record - only 44.7% of the 18-20 year olds said they were registered in 1980 and only 35.7% of this group claimed that they actually voted. (STATISTICAL ABSTRACT, 1981, p. 499).

Of course, informed voting is only the beginning for a politically active person. Table 2 below compares the social studies teachers in both the Indiana and the Rochester area surveys with the general public in terms of the percentages who claimed that they "frequently" or "occassionally" engaged in the other political activities specified:

TABLE 2

Percent "Frequently" or "Occassionally"

Engaged in Various Political Activities

	Indiana Survey Teachers	Rochester Survey Teachers	General Public
Contributing money to a candidate/party	56%	83%	10%
Contributing time to a candidate/party	50%	65%	5%
Wearing or displaying political paraphernalia	62%	48%	12%
Writing or calling public officials	66%	59%	23%
Trying to convince others to participate in political activity	84%	82%	26%

These data would emphatically suggest that social studies teachers are far more active politically than the general public. However, there are a couple of other findings that hint at more conventional political attitudes and behavior. First, in both the Indiana survey and in the Rochester replication, the younger the teacher, the less likely he/she is to participate. Second, approximately 40% of both groups of teachers

disagree with the 26th Amendment. That is, two-fifths of these secondary school teachers who work with teenagers continually believe that 18 year olds are not mature enough and/or informed enough to vote. (Ochoa, 1981, p. 410)

As for party affiliation, not surprisingly social studies teachers are more likely to consider themselves independent than is the general public. Among the Rochester area teachers, 47% labeled themselves as Democrats, 6% as Republicans, 41% as independents and 6% as "other", while Gallup reports for the general population, 49% as Democrats, 20% as Republicans and 31% as independents. (PUBLIC OPINION, 3/4/78, p. 23)

Similar differences appear when comparing these secondary social studies teachers to teachers of all subjects and levels. The NEA says that 40+% claim to be Democrats, 29+% Republicans and 30% "no affiliation." (NEA, 1982, p. 109)

This same source notes that 70+% of elementary and secondary school teachers assign the labels "conservative" or "tend to be conservative" to themselves in political affairs. If this is true, school teachers perceive themselves to be more to the "right" than the self-perceptions of the general population (41%), or of college faculty (31%). (PUBLIC OPINION, 5/6/78, p. 37) We lack data on this point for the social studies teachers, but their responses to the controversial issues previously reported would suggest that they are often more "liberal" than teachers as a whole, especially the social studies teachers who responded to the Rochester area survey.

Reading and Recreational Interests

How much do these social studies teachers read and what do they read?

The 500 social studies teachers who responded to the Indiana survey and to the Rochester effort are active readers. When they read books, history and political topics are the most popular. Biography is also of high interest. The women consistently read more books than the men.

The recreational and avocational activities of these teachers seem very similar to those of the public at large. Most popular by far for the teachers is entertaining or visiting friends. (Ochoa, 1981, p. 407) This is also true for "average" folks.

It has been estimated that the average American woman over 18 watches 33 hours and 14 minutes of television per week, and that the average over 18 male watches 27 hours and 24 minutes. (WORLD ALMANAC, 1981, p. 413) Apparently, those who responded to the Indiana and Rochester surveys are not similarly "hooked." The Indiana group reports that the typical social studies teacher watches less than two hours per day, (Ochoa, 1981, p. 407) and 82% of the metropolitan Rochester respondents claim to watch less than 10 hours per week. When these social studies teachers view television programs, they tend to be most interested in the news, sports and movies. Indeed, 100% of the Rochester area teachers say that they watch television news. (This suggests an awesome responsibility for the producers of TV news programs, but these same teachers also claim to get information about current affairs on a regular basis from other sources.)

Eightly percent of the teachers in the Indiana survey and 94% of those responding in Rochester have traveled outside the U.S. (The nearness of upstate New York to the glamorous city of Toronto may account for the difference.) Nearly half of the Rochester area teachers have visited outside the U.S. more than five times, and 59% have been to western Europe at least once. Thus, social studies teachers seem to be a well-traveled lot.

Professional Issues

The line separating personal from professional issues is difficult to draw. Indeed, the distinction may well be artificial. "Personal" attributes influence "professional" issues and the reverse is also true. But, the division is generally used, and it is used herein. This section will be concerned with professional experience, supply and demand, salaries and other variables that contribute to the satisfaction or dissatisfaction of teachers as well as curriculum and instructional issues.

Professional Experience

Teachers in general and social studies teachers in particular are highly experienced in their jobs. A recent National Center for Educational Statistics publication documents this point by informing us, "Compared to most professional, technical and kindred workers in 1978, teachers had one of the longest periods of time in their current jobs. (NCES, 1980, p. 49) This is a dramatic switch, for teachers were formerly less stable on the job than most other well educated workers. Another pronounced change in this regard is that for many years elementary school teachers were far more experienced than were secondary ones. This is no longer true. The percentage of elementary teachers with 20 years experience in 1981 was 22.3% while the same datum for secondary teachers was 21.5%, virtually no difference. (NEA, 1982)

And, for social studies teachers? The NSF studies reveal that in 1977 the average junior high teacher had 11.3 years of experience while the average senior high school teacher had 11.1 years of experience. (Weiss, 1978, p. 138) In New York state, the mean for social studies teachers was 14 years, higher than for any other large category of teachers and as high as for any field or level. (NYSED, 1981, p. 11)

It also seems to be the case that teachers are far more likely to stay in the same geographic area than was true in the past. For example, in 1981, the N.E.A. reports that the mean number of years teachers spent in the same school district was 11, up from an average of eight years in 1966, 1971 and 1976. (NEA, 1982, p. 27) Thus, teachers including social studies instructors seem to be more experienced and more "entrenched" in the same assignment than other workers or than previous generations of teachers.

Supply and Demand

The data on the supply and demand of teachers are highly discouraging for persons hoping to enter the social studies. Unpublished sources from New York state indicate that there were 18 applicants for each social studies vacancy in 1981, a higher

ratio than for any teaching area except physical education. However, the ratio was nine to one in the "big four" cities (excluding New York city) of the state and five to one for the small rural districts. (NYSED, 1982) This latter finding was supported by the Indiana survey: "It seems that there are more opportunities for first-year (social studies) teachers to 'break into' the profession in rural America." (Ochoa, 1981, p. 407) Hopefuls, avoid the suburbs.

But, to repeat, the situation is bleak. The supply of social studies as a percent of demand is currently 320.9%. Only physical education and art have more disadvantageous ratios. (NEA, 1981, p. 17) Further, between 1979 and 1988, a 14% reduction in the total number of secondary school classroom teachers is projected. (NCES, 1980, p. 48) And, if all of this weren't bad enough, the percentage of social studies teachers in the secondary school seems to be declining. The N.E.A. says that 15.3% of all secondary teachers were in the social studies in 1966 and only English was higher with roughly 18%. However, in 1981, 10.9% of all the secondary school teachers were in social studies, while 11.7% were in science, 15.8% in mathematics and an extraordinary 24.8% were in English. (NEA, 1982, p. 12) Obviously, if this is a long-term trend, the supply and demand picture in social studies is even more discouraging. Yet, the colleges and universities continue to prepare more social studies teachers than ones in any other field except physical education. (Atelsek, 1980, p. 5)

Salaries

Generally, the salaries of teachers will purchase less than they did ten years ago. While the dollar amount has increased each year during the 70's, the cost of goods and services as measured by the Consumer Price Index and other measures of inflation has increased even faster. Thus, it is estimated that the real purchasing power of the average teacher in 1980 is $1,000 less than it was in 1972-73. (NCES, 1980, p. 50) (Department of Education researchers believe that the situation will improve, but they report, "Not until 1989 are teachers' salaries in constant dollars projected to run as

high as salaries before the slack period of teacher demand." In fairness, it should be noted that the same report also indicates that non-compensation items of importance to teachers were improved during the 1970's.) (NCES, 1980, p. 50)

There are at least two other factors concerning teacher salaries that should be stated. First, despite both the economic "conservatism" of our times and the decreasing satisfaction of our citizens for most, if not all, of their institutions including the schools, John Q. Public is aware that teachers salaries are not keeping pace. Thus, we see that only ten percent of the public think teachers' salaries are too high. (Gallup poll, 1981, p. 42) Further, as we have already noted the vast majority of teachers belong to a two income family. In fact, the percentage of the mean total annual household income for secondary school teachers provided by contractual salaries for teaching has decreased from 64% in 1971 to 58.6% in 1981. (NEA, 1982, p. 86) So, teachers are not as "economically disadvantaged" as their teaching salaries would suggest.

Other Variables Contributing to the Satisfaction Level of Teachers

One measure of teacher morale and professionalism, albeit an imperfect one, is the degree of participation in professional societies. To what extent do teachers belong to these groups? The vast majority do belong to a multi-purposed or general association. The NEA reports that in 1981, 87.8% belonged to either the national NEA or AFT or both. (NEA, 1982, p. 67) (Very few, however, are active in these organizations.) This degree of membership has steadily increased since 1966. Similarly, the Indiana survey of social studies teachers reveals that 79% belong to the NEA or AFT. (Ochoa, 1981, p. 408) while 76% of the Rochester area teachers belong to these groups. However, perhaps of greater significance given the existence of "union shops," only slightly over a third of all teachers belong to specialized subject matter or professional societies. (NEA, 1982, p. 67) Secondary school teachers have always led their elementary level colleagues in participating in these associations, but their rate

of membership has declined from 56% to 50% since 1966. (NEA, 1982, p. 69) Social studies teachers don't seem to do nearly as well as teachers in general, for only 16% of those responding to the Indiana survey belong to the National Council for the Social Studies (NCSS), and local councils for the social studies attract only 6.6% of these teachers. Membership is especially low in rural areas and among younger teachers. (This latter datum should cause a good bit of anxiety for the leaders of professional societies.) Males are more likely to belong to specialized societies (44%) than are females (33%). (NEA, 1982, pps. 66 & 67) It should be noted that the Rochester area social studies teachers contradict these findings with much higher memberships in the specialized societies - 41% belong to NCSS, 71% belong the the New York State Council for the Social Studies and 59% belong to the Rochester Area Council for the Social Studies.

It seems curious that social studies teachers except in Rochester who teach presumably on a regular basis about the values of participatory governance do not belong to their specialized groups as often as do teachers of most other secondary school subjects. But, the same is true of the supervisors of social studies, for only 19% of them belong to NCSS while 31% of the mathematics supervisors belong to the National Council for the Teachers of Mathematics and 23% of science supervisors belong to the National Science Teachers Association. (Weiss, 1978, p. 45) Social studies groups are, of course, aware of these data, but they seem to be unable to explain or change them.

Another measure of teacher satisfaction (in addition to participation in professional organizations), that is often employed is to ask teachers why they originally entered the profession, why they stay, and if they would like to leave.

Table 3 below provides the most commonly given reasons by teachers for entering the field:

Table 3

Principal Reasons Selected by All Teachers for Originally Deciding to Become a Teacher, 1971-1981 (NEA, 1982, p. 72).

Reason	1971	1976	1981
Desire to work with young people	71.8%	71.4%	69.6%
Interest in subject-matter field	34.5	38.3	44.1
Value or significance of education in society	37.1	34.3	40.2
Influence of a teacher in elementary or secondary school	17.9	20.6	25.4
Long summer vacation	14.4	19.1	21.5
Influence of family	20.5	18.4	21.5
Job security	16.2	17.4	20.6
Never really considered anything else	17.4	17.4	20.3
Opportunity for a lifetime of self-growth	21.4	17.4	13.1

The top three reasons given for entering the profession by teachers of all subjects and levels are the same as those given for remaining in teaching; that is, the desire to work with young people, interest in the subject matter and a belief in the value of education in our society. However, "moving up fast" over the years as reasons for remaining in the field, 37.1% stay because of the "long summer vacations" and better than a third remain because of the "job security." (NEA, 1932, p. 72) (This is hard to understand when one lives and works in the Northeast and sees "Reductions in Force" occurring for teachers with up to 15 years of seniority.) A valuable general summary of the research on persons aspiring to teach is available in the May, June '83, issue of EDUCATIONAL RESEARCHER. (Roberson et al)

Social studies teachers, like other teachers, claim to enjoy their work and to be proud of their calling. Lynn Nelson reporting for the Indiana group on job satisfaction has this to say: (Ochoa, 1981, p. 418)

> Enjoyment and pride are interrelated rewards that social studies teachers receive. However, this survey provides clues to help differentiate between the enjoyment of teaching and pride in being a social studies teacher. Teacher who enjoy their work often share the following characteristics:
>
> 1. They are optimistic about the future of social studies.
> 2. They receive administrative support and commitment for guest speakers, field trips, supplementary materials, etc.
> 3. They feel confident about the adequacy of their academic background.
> 4. They have the support of parents in the community.
> 5. They do not feel harassed or constrained by administration or administrative policy.
> 6. They have uncrowded classrooms.
> 7. They have control of classroom discipline.
>
> Teachers who are proud to be members of their profession often exhibited the above characteristics.
>
> They are likely to hold the following views as well:
>
> 1. They consider themselves well informed on public issues.
> 2. They attend public hearings and debates.
> 3. They value contact with parents.
> 4. They enjoy students.
> 5. They believe that voting is important.
> 6. They encourage students and colleagues to participate in political activities.
>
> Therefore, it appears that enjoyment is derived from the teaching process itself, while pride may also include the teacher's ability to develop a network of satisfying relationships both inside and outside the school environment. The implication is that the development of pride in the profession requires that teachers have support networks and become actively involved in the classroom, school, and community.
>
> Enjoyment in teaching seems unrelated to salary, geographical location, perception of professional status, or the number of years in teaching. Pride and enjoyment are much more intrinsic - much more personal - and the overwhelming majority of the teachers surveyed have those characteristics.

Likewise, the Rochester area teachers of social studies in overwhelming numbers claim to enjoy and be proud of their work. Further, better than three-fourths of these teachers claim to be optimistic about the future of the field.

However, many teachers in general and social studies in particular are not so sure they would enter teaching again, and they have doubts about remaining in the field. The NEA reporting for all teachers offers these data in Table 4:

Table 4

Percentage of All Teachers Who Would

Enter Teaching Again if They Had a Choice (NEA, 1982, p. 14)

	1961	1981
"Certainly would" enter teaching again	49.9%	21.8%
"Probably would" enter teaching again	26.9%	24.6%
"50/50 chance" would enter teaching again	12.5%	17.6%
"Probably would not" enter teaching again	7.9%	24%
"Certainly would not" enter teaching again	2.8%	12%

Among secondary teachers, the percent who "certainly would" enter teaching again has decreased from 40% in 1961 to 18.1% today. (NEA, 1982, p. 14) Social studies teachers express similar views. For example, fifty-three percent of the Rochester area social studies doubt that they will spend the rest of their careers teaching social studies, and better than a third were "undecided". One third of the Indiana teachers of social studies would leave if the opportunity presented itself. (Ochoa, 1981, p. 418)

Why do teachers regret entering the field or hope to leave? For social studies teachers, here are the factors that are either a "serious problem" or "somewhat of a problem" for over two-fifths of the respondents to the N.S.F. survey:

TABLE 5

Percent of Teachers of Social Studies
Who Believe That Each Factor Is
A "Serious" or "Somewhat of a Problem" (Weiss, 1978, p. 158)

Belief (among others) this subject is less important than other subjects	50%
Inadequate facilities	47%
Insufficient funds for purchasing equipment and supplies	61%
Lack of materials for individualizing instruction	71%
Out-of-date teaching materials	53%
Lack of student interest in subject	54%
Inadequate student reading abilities	76%
Lack of teacher planning time	47%
Not enough time to teach subject	41%
Class size too large	49%
Inadequate articulation of instruction across grade levels	48%

The Rochester area social studies teachers complained of poor teaching materials (59%); a lack of administrative support for using audio-visual aids, field trips and supplementary materials (53%); uninterested pupils (59%); general lack of support from administrators; and limited parental support (41%).

Better than two-fifths of the senior high school social studies teachers involved in the N.S.F. study claimed that they received inadequate assistance from supervisors in the following areas: learning new teaching methods (52%), obtaining information about instructional materials (52%), implementing discovery/inquiry approaches (46%), and using manipulative or hands-on materials (43%). (Weiss, 1978, p. 116)

In order of their importance, the N.E.A. Status Report uncovered the following topics as the "greatest hindrances" for all teachers: heavy work load and extra

responsibilities, discipline and negative attitudes of the public including parents, lack of funds and decent salaries, and lack of time to teach and classroom interruptions. (NEA, 1982, p. 78) These factors didn't seem to change much over the years, but two of them are on the N.E.A.'s "select list" for the first time: lack of community support and the related, lack of funds and "decent" salaries.

The Indiana survey uncovered nine factors that seem to be associated with teachers leaving the field. In order of their importance they are: (Ochoa, 1981, p. 418)

1. They are dissatisfied with salaries
2. They have to work at second jobs.
3. They have to work at summer jobs.
4. They have problems with administrators.
5. They feel frustrated by uninterested students.
6. They do not enjoy working with students.
7. They have little positive contact with parents.
8. They are frustrated by the low status of teaching.
9. They are pessimistic about the future of social studies.

(No doubt the careful reader has already noted the apparent inconsistency in these findings over the influence of salaries and other economic variables, but the matter should probably be explicitly stated. Teachers do not enter the field with economic gain in mind and their enjoyment of the field seems to be "unrelated" to salaries or a shortage of money for teaching resources. Yet, economic issues are a major factor in their discontent.)

Curricular Issues

There is little agreement among social studies educators regarding the priorities for the field. William Joyce and his collaborators put this phenomenon this way: (Joyce et al, 1980, p. 1)

> Social studies is in throes of identity crisis. Increasingly educators are confused over how this school subject should be defined, why it should be

> taught, what it should stress, and how it should be taught. Contributing to this uncertainty is the relentless struggle among special interest groups for access to the social studies curriculum.

Similarly, one of the N.S.F. studies has this to say: (Wiley, 1977, p. 289)

> One of the major problems--and perhaps the major problem—in the social studies over the past 20 years has been that of defining the field: What are purposes or goals of the social studies? What is the rationale for including social studies in the curriculum? What is the scope of the social studies? What kinds of content does the social studies include? In what sequence should this content be taught? And, what kinds of instructional methods are appropriate for teaching the social studies?

Clearly, there is conflict; but, disagreement, per se, does not strike me as being a problem or a weakness. Quite the contrary, disagreement is inevitable and highly desirable in a pluralistic society that claims to believe in decentralized governance in education. That conflict exists regarding the goals for the social studies — those aspects of the program of study that are focused on history, geography and the social and behavioral sciences or the social development of humankind - should be perceived as a mark of distinction, as evidence that the political and economic system is working as it was intended to work.

There is only a problem over this disagreement from my perspective if (a) an individual teacher is so distressed by the conflict that he/she is seriously confused and is unable to determine goals or a sense of curriculum that are personally acceptable and satisfying or if (b) the conflict is so vitriolic in character that participants won't reason with or listen to one another.

In any event, given this disagreement, it is important to know what social studies teachers believe about curriculum and what they do in their classrooms. The truth of the matter is that we do not know very much. What follows is almost exclusively taken from the N.S.F. studies. It is a kind of potpourri of beliefs with few themes.

Based on the field observations in the 11 schools included in one of the three major N.S.F. projects, the following generalizations seem warranted:

- The textbook is the dominant factor in determining what is taught. "Most commonly used texts are the 'traditional' ones...[and] around fifty percent of the teachers reported using a single textbook...20 to 35% of the teachers reported using texts which were over five years old." (Shaver et al, 1980, p. 6)
- Direct influences flowing from the large number of curriculum projects with a national scope that were produced in the 60's and 70's and are often referred to as the "new social studies" are not easy to locate. For example, as few as 10% and no more than 25% of the teachers in the 11 schools included in the case studies are using the instructional materials that were produced by these projects. (Shaver et al, 1980, p. 6.) Indeed, in the questionnaire phase of the N.S.F. research, social studies teachers were asked if they had even seen the materials produced by these national projects, and the most "popular" materials received a one-third affirmative response. The common range was from 10 to 20% including a fictitous project that received a 13% recognition rate. (Wiley, 1977, p. 31) Despite this low awareness rate, there was a commonly expressed belief that these instructional materials were "too sophisticated" for most pupils.
- History still is, far and away, the dominant discipline even though the "new social studies" was intended to focus more on the social sciences. (Shaver et al, 1980, p. 6) However, in the secondary school program, there is also a good bit of political science and economics taught. Other disciplines are not commonly taught.
- Again, although the "new social studies" was intended to promote methods of inquiry and inductive reasoning, in the 11 schools of the N.S.F. sample, "There is little attention to the development of systematic modes of inquiry and reasoning, including valuing." (Shaver et al, 1980, p. 6) Moreover, [teachers] "are not likely to be model inquirers themselves. (Shaver et al, 1980, p. 8)

- There seems to be little evidence of interdisciplinary, dealing with controversial issues, confrontation with the dominant values of the community, experience - based programs, or affective goals. Instead, there is much attention to "authority" and to "basic facts" about American history. "One learns for grades, for approval, because it is the thing one does at school..." (Shaver et al, 1980, p. 8).
- Social studies instructors in the li schools do strongly believe in teaching reading and, also, writing but to a lesser extent. Their support for reading is so great that they are even willing to have reading instruction cut into their teaching time. (Shaver et al, 1980, p. 8)
- These teachers also seem to be convinced of the value of the socialization function, i.e., "getting pupils ready" for the next year in school or for jobs and for political citizenship. (Shaver et al, 1980, p. 10)

The NSF study that examined the literature on social studies curriculum reveals a somewhat different picture. That is, people who are writing about social studies curriculum believe there has been a greater amount of change than the above would suggest. Among others, Wiley notes the following changes during the period from 1955 to 1975: (Wiley, 1977, pps. 47, 289, 290 & 332)

1. The number and variety of objectives have increased.
2. More elective courses exist. For example, there has been a dramatic increase in law-related education courses.
3. There is more social science content as opposed to history.
4. Greater attention has been given to social problems, e.g., racial prejudice, global interdependence, and environmental pollution.
5. A greater focus on methods of inquiry has been achieved.

Instructional Issues

The final portion of the findings section of this study will be devoted to an examination of instructional practices and beliefs of social studies teachers. Again, most of the data comes from the NSF studies.

A sample of social studies teachers have reported on the use of various instructional techniques. Table 6 summarizes these data:

Table 6

Frequency of use of Various

Techniques in Social Studies Classes (Weiss, 1977, p. 104)

Technique	% of Classes Never Using	% of Classes Occasionally Using	% of Classes Often Using
Lecture	13	20	64
Discussion	0	5	91
Study reports or projects	9	64	24
Library work	18	59	20
Students working at chalkboard	47	39	10
Individual assignments	12	39	46
Students use hands-on, manipulative or laboratory materials	34	38	24
Televised instruction	64	24	9
Programmed instruction	66	18	10
Computer-assisted instruction	93	3	1
Tests or quizzes	13	39	44
Contracts	71	20	4
Simulations (role-play, debates, panels)	22	67	7
Field trips, excursions	35	60	1
Guest speakers	43	53	1
Brainstorming	35	48	12

%'s may not equal 100 because of missing data.

Clearly, according to these self-reports, discussion and lecture, followed by individual assignments and tests occupy most of the precious hours in social studies classrooms.

High school social studies teachers report that they spend more time in large-group instruction and, therefore, less time in small-group or individualized instruction than do high school teachers of mathematics or science. (Weiss, 1977, p. 111)

Teachers of social studies in grades 10-12 also provided some interesting reactions to questions about their use of a variety of materials and equipment. Table 7 gives some insights into their responses:

Table 7

Percentage of Classes in Which
Senior High Social Studies Teachers
Want to Use Various "Manipulative Materials" (Weiss, 1977, p. 91)

Materials	Not Needed	Needed But Not Available
Learning kits	43%	28%
Games and puzzles	29	20
Maps, charts, globes	12	9
Copies of original documents	23	19
Computer or computer terminals	74	20
Reference books	3	8
Paperbacks	11	15
Artifacts, models	38	27
Photographs, posters	11	16

Findings from the 11 case studies involved in the N.S.F. research might be summarized as follows: (Shaver et al, 1980, p. 6)

- Lecture and discussion, the latter probably more accurately labeled recitation, are the most commonly observed techniques in social studies classrooms.
- Field trips, simulations, and "inquiry teaching" are rarely seen.

- "Large-group, teacher-controlled question/answer recitations are customary."
- Textbooks and they alone are the typical instructional materials.

Wiley's summary of research on social studies instruction (Wiley, 1978, pps. 47, 289, 290 & 332) would suggest that the continued use of these "traditional" techniques probably makes as much sense as does using more innovative approaches. That is, she has found an absence of solid evidence to advocate the use of such techniques as critical thinking exercises, self-pacing, simulation & games, value analysis, field work and performance testing in social studies classes aimed at cognitive achievement.

There are a few other observations about instructional issues for teachers in general, not particularly social studies teachers, that may help to round out this section. First, for all secondary school personnel, the number of periods taught per week, the length of instructional periods, the number of unassigned or preparation periods per week, and the number of instructional days per year have remained remarkably constant over the last twenty years. (NEA, 1982, pps. 55-60). However, the average class size has gradually declined from a mean of 27 in 1961 to a mean of 23 in 1981. The number of pupils taught per day has decreased more markedly from an average of 156 in 1961 to 118 in 1981. (NEA, 1982, p. 46) Staffing and organizational innovations have also declined. For example, in 1971 nearly a quarter of all teachers were a part of a team approach; in 1981, the fraction is less than a fifth.

SUMMARY PROFILE

As noted in the introduction to this article, the writer believes that the individual classroom teacher is a basic determinant of the effectiveness of social studies programs (and other subjects as well) in our secondary schools. Thus, we have made this attempt to describe the personal and professional attributes, beliefs, interests and behaviors of these important individuals. The effort has been hampered by the limitations of the available sources of information.

We have uncovered a demographic profile of a late 30's male who has fewer and fewer younger professional colleagues. He is married with children, and his wife is also employed full-time. The man is a Caucasian and was born and raised in this country, as were his parents. He is quite serious about the practice of his religious faith. His formal education is extensive although his most recent degree was completed some time ago. He has, however, taken college courses more recently than his professional colleagues in other fields. He is not very interested in further academic preparation. While we lack comparative data concerning his academic prowess, we know teachers in general are not outstanding students.

He is not a feminist, but he supports "freedom-of-choice" on abortions. He thinks our national government has become too large and intrusive. Yet, he enthusiastically supports the civil rights/civil liberties directions of the federal government during the 60's and 70's, and he generally, applauds the expanded role of Washington in education during this same period. He rejects "forced busing" to reduce racial isolation in schools. He supports the "rights of gays" including their right to teach.

Emphatically, he supports the separation of church and state, and the availability of sex education in high schools. He wants to relate to the parents of his pupils, but he does not want them heavily involved in textbook selection. He believes in "competency tests" for his pupils and for his professional colleagues.

This professional has taught in the same assignment for better than a decade and his department has more seniority than any other in his school. He knows that a lot of certified people would like his job, and he is nervous about the sharply declining opportunities for people with his interests and skills.

Declining purchasing power also concerns him, and he realizes that his salary for teaching alone would not permit him to continue to experience his rather modest life style. Lack of community support worries him although he tends to be optimistic on this score.

Generally, he is proud of his profession even though he does not support his specialized professional interest groups. He likes working with young people and he is interested in his subject matter, especially American history. He is convinced that he is a well-informed "pro," and he regrets that at least one-third of his colleagues would like to be doing something else.

This average teacher of social studies recognizes that his specific goals are not shared by his own colleagues, let alone the general public. Sometimes he is confused about his own priorities.

He relies heavily on a textbook and he doesn't know much or care much about national curriculum projects or research findings. He spends a lot of time in class asking questions and receiving answers in an effort to teach the "basics" of history. He believes in the importance of communications skills, but he doesn't spend much time trying to teach them. In short, on many aspects of his professional life, he is very similar to the social studies teachers who were his instructors when he was in high school.

A FINAL WORD

This profile, of course, tends to mask the diversity and controversy on the subject, as well as the inconsistencies that have been presented in this article, especially in the section on professional issues. The writer is sorely tempted to editorialize about the meaning of these findings. Frankly, I am saddened by many of these data, and I would like to offer suggestions for improvement. But that is another article, and while there are necessarily some biases reflected in these pages, the essay will end with a continued effort to be "objective." Thus, the reader is encouraged to draw his/her own conclusions, to write his/her own editorial. He/she is also encouraged to help improve the research data base regarding these vital resources -the secondary school teachers of social studies.

Endnotes

1. For example, a major recent study in Illinois claims prior motivation is the key (Sevener, 1983, p. 8) and earlier "classic" research on equality of education by Coleman, Jenks, Mosteller and so on have put the focus on the home environment.

2. This is not intended to minimize the importance of the 1961 classic by Willard Waller, THE SOCIOLOGY OF TEACHING or the more recent (1975), SCHOOL TEACHER, A SOCIOLOGICAL STUDY by Dan Lortie, but there are precious few serious works.

3. This painful observation has been documented in numerous recent studies. One of the best summaries of this work known to this writer is a paper presented by Phillip C. Schlehty & Victor S. Vance entitled, "Recruitment, Selection & Retention: The Shape of the Teaching Force." It was presented at a conference on 2/25-27/82 at Airlee House in Warrenton, Virginia, and is available from NIE.

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